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| Project Overview page 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of Project:** | | | NN | | | | | | | | | | | | | | | | **Duration:** | | | 8 weeks | | | | | | | |
| **Subject/Course:** | | | **W. Geography** | | | | | | | **Teacher(s): Freshmen Academy** | | | | | | | | | **Grade Level:** | | | 9th Grade | | | | | | | |
| **Other Subject Areas to Be Included:** | | | English I, PWC, Alg I, Freshmen Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Project Idea**  Summary of the issue, challenge, investigation, scenario, or problem: | | | Describe and create a model of the Earth which will show the effect on geography due to climate change twenty years from now. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Essential Question** | | | How will global warming (climate change) affect biomes over the next 20 years? | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Content Standards** to be taught and assessed**:** | | | **Math-** Geometry and Measurement, Mathematical Processes, slope, graphing, rate of change, statistics  **ELA-** Communication, Writing, Research, Logic, Informational Text, Media and Literature  **Science-** Embedded Inquiry, Technology & Engineering, The thermodynamics and the conservation of energy, Waves and Optics, Electricity and magnetism.  **Social Studies-** Economics, Geography, Governance & Civics, Groups & Interactions | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | **T** | **A** | **E** |  | | | | | | | | | **T** | | | **A** | | | **E** |
| **Professional (21st Century) Skills** to be taught, assessed and/or encouraged**:** | | | Collaboration | | | | | | | |  |  |  | Other: | | | | | | | | |  | | |  | | |  |
| Communication (Oral Presentation) | | | | | | | |  |  |  |  | | | | | | | | |  | | |  | | |  |
| Critical Thinking/Problem Solving | | | | | | | |  |  |  |  | | | | | | | | |  | | |  | | |  |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Major Products & Performances** | Group: | | | Research and design the new look of the Earth in 20 years. Display in Freshmen Hall hanging from ceiling. | | | | | | | | | | | | | | | | **Presentation Audience**   **Presentation Audience:**      Class   School | | | | | | | | | |
|  | Class | | | | | | | | |
|  | School xx | | | | | | | | |
|  | Community | | | | | | | | |
| Individual: | | | Movie reviews, Socratic Seminar debating global warming | | | | | | | | | | | | | | | |  | Experts | | | | | | | | |
|  | Web | | | | | | | | |
|  | Other: | | | | | | | | |
| Project Overview page 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Entry Event** to  launch inquiry,  engage students: | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Assessments** | | **Formative Assessments**  (During Project) | | | | I | | Quizzes/Tests | | | | | | | | G | | Practice Presentations | | | | | |  | | |
| I | | Journal/Learning Log | | | | | | | | G | | Notes | | | | | |  | | |
| G | | Preliminary Plans/Outlines/Prototypes | | | | | | | | G | | Checklists | | | | | |  | | |
| G & I | | Rough Drafts | | | | | | | | G | | Concept Maps | | | | | |  | | |
| I | | Online Tests/Exams | | | | | | | |  | | Other: | | | | | |  | | |
| **Summative Assessments**  (End of Project) | | | | G | | Written Product(s), with rubric: Movie Reviews  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |  | | Other Product(s) or Performance(s), with  rubric: | | | | | |  |
| G | | Oral Presentation, with rubric Socratic Seminar | | | | | | | | I | | Peer Evaluation | | | | | |  | | |
|  | | Multiple Choice/Short Answer Test | | | | | | | | I | | Self-Evaluation | | | | | |  | | |
|  | | Essay Test | | | | | | | | G | | Other: Build Model | | | | | |  | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Resources Needed** | | **On-site people, facilities:** | | | | | | | Academy Coach, Vaughn, auditorium, | | | | | | | | | | | | | | | | | | | | |
| **Equipment:** | | | | | | | laptops available for at least 3 weeks, tools and various supplies for models | | | | | | | | | | | | | | | | | | | | |
| **Materials:** | | | | | | | Movies, papier-mâché, pipe cleaners, Styrofoam Balls, paint, color printer | | | | | | | | | | | | | | | | | | | | |
| **Community resources:** | | | | | | | Geographical Professional Groups | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Reflection Methods** | | **(Individual, Group, and/or Whole Class)** | | | x | | Freshman Academy Notebook | | | | | | | |  | | Focus Group | | | | | |  | | | | |  | |
| x | | Whole-Class Discussion | | | | | | | | x | | Fishbowl Discussion | | | | | |  | | | | |  | |
|  | | Survey | | | | | | | | X | | Other: individual assessment | | | | | |  | | | | |  | |